

## J V MARTIN JUNIOR HIGH

301 Martin Luther King, Jr. Blvd.

Dillon, S. C. 29536

**GRADES** 7-8 Middle School

**ENROLLMENT** 589 Students

**PRINCIPAL** Larry Monahan

843-774-1212

**SUPERINTENDENT** D. Ray Rogers

843-774-1200

**BOARD CHAIR** Fitzgerald Lytch

843-774-5454

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**BELOW AVERAGE**

Absolute Ratings of Middle Schools with Students like Ours

Excellent

Good

Average

Below Average

Unsatisfactory

0

0

2

28

11

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 12 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

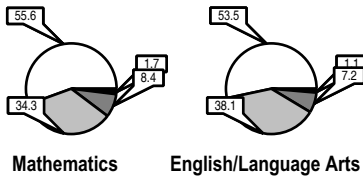
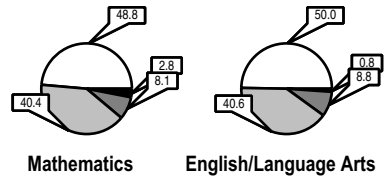
**FOR MORE INFORMATION, VISIT WEBSITES AT:**





[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)

[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Unsatisfactory	Below Average	N/A
<b>2002</b>	Below Average	Unsatisfactory	N/A
<b>2003</b>	Below Average	Unsatisfactory	No
<b>2004</b>			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
<b>Number of surveys returned</b>	45	196	114
<b>Percent satisfied with learning environment</b>	71.1%	55.0%	64.5%
<b>Percent satisfied with social and physical environment</b>	68.9%	51.9%	49.5%
<b>Percent satisfied with home-school relations</b>	15.9%	76.4%	50.0%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	562	99.3	53.5	38.1	7.2	1.1	8.4	17.6
Gender								
Male	302	99.7	60.5	34.3	4.5	0.7	5.2	17.6
Female	260	98.8	45.2	42.7	10.5	1.7	12.1	17.6
Racial/Ethnic Group								
White	152	99.3	35.3	46.8	15.8	2.2	18.0	17.6
African-American	376	99.2	59.3	35.9	3.9	0.8	4.7	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	11	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	23	100.0	57.9	31.6	10.5	N/A	10.5	17.6
Disability Status								
Not disabled	503	99.6	51.3	39.4	8.1	1.3	9.3	17.6
Disabled	59	96.6	73.6	26.4	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	562	99.3	53.5	38.1	7.2	1.1	8.4	17.6
English Proficiency								
Limited English proficient	8	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	554	99.3	53.3	38.1	7.4	1.2	8.6	17.6
Socio-Economic Status								
Subsidized meals	448	99.6	61.2	35.3	3.1	0.5	3.5	17.6
Full-pay meals	113	98.2	21.0	50.0	25.0	4.0	29.0	17.6

Mathematics								
All students	562	99.5	55.6	34.3	8.4	1.7	10.1	15.5
Gender								
Male	302	99.7	58.9	33.0	5.6	2.5	8.1	15.5
Female	260	99.2	51.7	35.8	11.7	0.8	12.5	15.5
Racial/Ethnic Group								
White	152	99.3	31.7	48.9	15.1	4.3	19.4	15.5
African-American	376	99.5	64.6	28.4	6.4	0.6	7.0	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	11	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	23	100.0	52.6	42.1	N/A	5.3	5.3	15.5
Disability Status								
Not disabled	503	99.8	53.3	35.5	9.3	1.9	11.2	15.5
Disabled	59	96.6	76.9	23.1	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	562	99.5	55.6	34.3	8.4	1.7	10.1	15.5
English Proficiency								
Limited English proficient	8	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	554	99.5	55.3	34.4	8.5	1.7	10.3	15.5
Socio-Economic Status								
Subsidized meals	448	99.8	61.9	32.2	5.2	0.7	5.9	15.5
Full-pay meals	113	98.2	29.0	43.0	22.0	6.0	28.0	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	285	N/A	44.0	39.3	15.3	1.5	16.7
	Grade 8	281	N/A	51.5	34.8	13.0	0.7	13.7
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	275	99.6	59.1	34.0	6.2	0.8	6.9
	Grade 8	287	99.0	48.1	42.1	8.3	1.5	9.8

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	285	N/A	63.9	25.5	5.5	5.1	10.6
	Grade 8	281	N/A	60.0	30.7	7.4	1.9	9.3
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	275	100.0	56.0	31.7	10.4	1.9	12.4
	Grade 8	287	99.0	55.3	36.8	6.4	1.5	7.9

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 589)				
Students enrolled in high school credit courses (grades 7 & 8)	4.8%	Down from 34.7%	6.1%	14.4%
Retention rate	8.5%	Up from 3.2%	3.9%	2.3%
Attendance rate	94.7%	No change	94.7%	95.2%
Eligible for gifted and talented	6.8%	Down from 7.1%	5.9%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	11.5%	Up from 10.0%	16.8%	14.1%
Older than usual for grade	8.3%	Up from 5.2%	8.3%	4.9%
Suspended or expelled	5.4%	Down from 14.8%	2.0%	1.3%
Annual dropout rate	0.5%	No change	0.0%	0.0%

Teachers (n= 37)				
Teachers with advanced degrees	32.4%	Up from 28.9%	46.0%	47.1%
Continuing contract teachers	83.8%	Down from 86.8%	76.9%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	78.9%	Down from 80.3%	79.6%	84.3%
Teacher attendance rate	95.5%	Up from 94.3%	94.3%	95.0%
Average teacher salary	\$35,353	Down 0.6%	\$38,859	\$39,924
Prof. development days/teacher	7.9 days	Down from 12.0 days	10.8 days	10.7 days

School				
Principal's years at school	4.0	Up from 3.0	2.0	3.0
Student-teacher ratio	25.5 to 1	Down from 26.7 to 1	19.2 to 1	21.0 to 1
Prime instructional time	89.0%	Up from 87.5%	87.2%	88.9%
Dollars spent per pupil*	\$5,415	Up 10.1%	\$6,473	\$5,854
Percent spent on teacher salaries*	60.7%	Down from 62.3%	59.6%	62.0%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.7%	88.8%	94.8%
SACS accreditation	no	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The J.V. Martin Jr. High School, a Title I School, serves approximately 600 students in grades 7-8. Faculty and staff had an intensive year of development on data analysis, curriculum calibration, Standards In Practice, ABACUS, Benchmark Writing Assessment, STEMS, and other achievement enhancing strategies.

All departments worked with our Curriculum Specialist, as well as the teacher specialists in math, science, and language arts. In conjunction with our after-school program, these specialists also offered tutorial classes for identified students. Our PACT scores in November showed some improvement.

Low academic achievement and lack of parental involvement remain areas of concern. Efforts to increase involvement included a parent teacher organization, conferences, open house, newsletters, and a Title I supper meeting. Our after-school programs, again, afforded extra assistance to those able to take advantage of it.

Some major accomplishments this year include:

First Citizens Bank remained a strong ally and participant in the High Performance Partnership Program.

Thirteen students were named as Junior Scholars.

The Academic Challenge Team went to the finals with a 4-1 season.

The after-school program served approximately 235 students.

JVM students won several awards on the state level.

Exemplary students, in academics as well as conduct, were recognized with awards and incentives.

Larry Monahan, Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.